Course: Skills for Living **Grade: 9th**
Standard: 11.2.4 **Balancing Family, Work, and Community Responsibility**

Substandard	Content/Activity	Resources	Assessment
B. Identify the importance of routines and schedules while differentiating between short and long term goals.	**Student will:** 1. Define terms. 2. List rules for goal setting. 3. Give a situation in order to differentiate between short & long term goal. 4. Worksheet. 5. Test.	**Textbook** **Goals for Living** • FCCLA Handbook • Worksheets • Teacher Resource Book • Internet • Overhead Transparencies	• Teacher Observations • Student Notebook/Portfolio • Student assignment • Test • Group Work • Oral participation

Course: Skills for Living **Grade: 9th**
Standard: 11.2.9 **Balancing Family, Work and Community Responsibility**

Substandard	Content/Activity	Resources	Assessment
A. Solve dilemmas using a practical reasoning approach. • Identify situation • Identify reliable information • List choices and examine the consequences of each • Develop a plan of action • Draw conclusions • Reflect on decisions	**Student will:** 1. Define terms. 2. List the decision making model. 3. Give a situation for analysis or solve using decision-making model. 4. Worksheet 5. Test.	**Textbook** **Goals for Living** • Worksheets • Teacher Resource Book • Internet • Overhead Transparencies • Chapter Review Questions	• Teacher Observations • Teacher prepared evaluation • Student notebook/portfolio • Group work • Peer formative and summative assessment • Independent Study • Extra Credit Work

Course: Skills for Living **Grade: 9th**
Standard: 11.2.9 **Balancing Family, Work and Community Responsibility**

Substandard	Content/Activity	Resources	Assessment
B. Know FCCLA action planning procedure and how to apply it to family, work and community decisions.	**Student will:** 1. Define terms. 2. List the action planning procedure. 3. Apply the planning procedure to a family, work and community decision.	• FCCLA Handbook • Worksheets • Teacher Resource Book • Internet • Overhead Transparencies	• Teacher Observations • Student Notebook/Portfolio • Student Assignment • Group Work • Oral participation

Course: Skills for Living **Grade**: 9th
Standard: 11.2.9 **Balancing Family, Work and Community Responsibility**

Substandard	Content/Activity	Resources	Assessment
H. Justify the significance of interpersonal communications skills in the practical reasoning method of decision making.	**Student will:** 1. Define terms. 2. Practice and develop conflict resolution skills in interpersonal communications skills. 3. Through role playing students will use • Speaking & listening • I messages • Active listening • Checking for understanding • Following directions • Empathy • Feedback	**Textbook:** **Goals for Living** • FCCLA Handbook • Worksheets • Teacher Resource Book • Internet • Overhead Transparencies • Chapter Review Questions	• Teacher Observations • Teacher Prepared Evaluation • Student Notebook/Portfolio • Student Assignment • Group Work • Extra Credit Work • Independent Practice • Oral participation • Peer Formative/Summative Assessment

Course: Skills for Living **Grade: 9th**
Standard: 11.2.12 **Balancing Family, Work and Community Responsibility**

Substandard	Content/Activity	Resources	Assessment
C. Analyze teamwork and leadership skill and their application in various family and work situations.	**Student will:** 1. After completing projects, individuals will analyze teamwork and their application. 2. Worksheet form. 3. Oral questions and answers.	**Textbook** **Goals for Living** • Worksheets • FCCLA Handbook	• Teacher Observations • Teacher prepared evaluation • Student notebook • Peer formative & summative assessment

Course: Skills for Living **Grade: 9th**
Standard: 11.2.9 **Balancing Family, Work and Community**

Substandard	Content/Activity	Resources	Assessment
F. Assess the relationship of family functions to human development stages.	**Student will:** 1. Assess the relationship within the family influences • Potential • Awareness & conditioning • Attitudes • Self Image • Values • Self Motivation 2. Worksheet 3. Test 4. Workbook 5. Define terms	**Textbook:** **Goal for Living** • Worksheets • Workbook • Teacher Resource Book • Video	• Teacher Observations • Teacher Prepared Evaluation • Student notebook/portfolio • Group Work • Worksheets • Oral Participation

Course: Skills for Living **Grade: 9th**
Standard: 13.1.11 **Career Education and Work - Career Awareness and Planning**

Substandard	Content/Activity	Resources	Assessment
A. Analyze career options based on student interests, abilities, aptitudes and accomplishments.	**Student will:** 1. Define terms. 2. Develop I am Special Booklet based on individual interests, abilities accomplishments, wards for self-analysis. 3. Complete Career Analyze Survey. 4. Complete personality test. 5. Complete learning style inventory. 6. Write analyze on information gathered for career choice. 7. Worksheets.	**Textbook:** **Goals for living** • Worksheets • Teacher Resource Books and materials • Internet • Overhead Transparencies • Chapter Review Questions • Example of Project Books	• Teacher Observations • Teacher prepared evaluation • Student Notebook/Portfolio • Student Assignment • Group Work • Project Book - I am Special Booklet • Extra Credit Work • Oral participation

Course: Skills for Living **Grade: 9th**
Standard: 13.1.11 **Career Education and Work - Career Awareness and Planning**

Substandard	Content/Activity	Resources	Assessment
B. Analyze how the changing male/female roles relate to career choice.	**Student will:** 1. Investigate types of careers relating to changing male/female roles. 2. Worksheet 3. Analysis of careers through videos. 4. Analysis career projects.	**Textbook:** **Goals for living** • Worksheets • Teacher Resource Books • Internet • Overhead Transparencies	• Teacher Observations • Teacher prepared evaluation • Student Notebook/Portfolio • Student Assignment • Group Work • Worksheet • Extra Credit Work • Oral participation

Course: Skills for Living **Grade: 9th**
Standard: 13.1.11 **Career Education and Work - Career Awareness and Planning**

Substandard	Content/Activity	Resources	Assessment
C. Evaluate opportunities for career preparation • Cooperative Education • Internship • Job Shadowing • Part-time employment • Registered apprenticeship • School-base enterprise • Volunteerism	**Student will:** 1. Plan, participate and evaluate career opportunity through job shadowing experience. 2. Document job shadowing or career experience through portfolio. 3. Write written evaluation of career experience.	**Textbook:** **Goals for living** • Worksheets • Teacher Resource Books • Overhead Transparencies • Hand-outs for Job Shadowing • Contact with local employers for Job Shadowing	• Teacher Observations • Teacher prepared evaluation • Student Notebook/Portfolio • Student Assignment • Group Work • Worksheets • Oral participation

Course: Skills for Living **Grade: 9th**
Standard: 13.1.11 **Career Education and Work - Career Awareness and Planning**

Substandard	Content/Activity	Resources	Assessment
D. Justify the selection of a career.	**Student will:** 1. Write a career research report to justify the selection of a career based on career analysis. 2. Document career selection through portfolio.	**Textbook:** **Goals for living** • Worksheets • Teacher Resource Books • Internet • Overhead Transparencies • Video • Computer	• Teacher Observations • Teacher prepared observation • Student Notebook/Portfolio • Student Assignment • Research Report on Career Selection • Oral participation

Course: Skills for Living **Grade: 9th**
Standard: 13.1.11 **Career Education and Work - Career Awareness and Planning**

Substandard	Content/Activity	Resources	Assessment
E. Evaluate all opportunities for the transition from secondary to post secondary education, training or work.	**Student will:** 1. Analyze opportunity, training, cost and benefits of different training • Two-year degree • Four-year degree • Immediate employment • Industry training • Military training • Part-time employment • Full-time employment • Professional degree • Registered apprenticeship • Tech prep 2. In writing career research report training opportunities will be included. 3. Worksheet 4. Document career-training opportunities through portfolio.	**Textbook:** **Goals for living** • Worksheets • Teacher Resource Books • Internet • Overhead Transparencies • Video • Computer	• Teacher Observations • Teacher prepared observation • Student Notebook/Portfolio • Student Assignment • Research Report • Oral participation

Course: Skills for Living **Grade: 9th**
Standard: 13.1.11 **Career Education and Work - Career Awareness and Planning**

Substandard	Content/Activity	Resources	Assessment
F. Evaluate individual career plan using decision-making skills.	**Student will:** 1. Complete worksheet. 2. Use information, research, and the decision-making model to outline a career plan. 3. Document career plan through portfolio.	**Textbook:** **Goals for living** • Worksheets • Teacher Resource Books • Internet • Overhead Transparencies • Computer	• Teacher Observations • Teacher prepared observation • Student Notebook/Portfolio • Student Assignment • Career Plan • Oral participation

Course: Skills for Living **Grade: 9th**
Standard: 13.1.11 **Career Education and Work - Career Awareness and Planning**

Substandard	Content/Activity	Resources	Assessment
G. Analyze the opportunity cost/benefit of continuous learning.	**Student will:** 1. Investigate reason why people work. 2. Analyze and list the cost/benefit of work. 3. Worksheet 4. Document record of cost/benefit through portfolio.	**Textbook:** **Goals for living** • Worksheets • Teacher Resource Books • Internet • Overhead Transparencies • Computer	• Teacher Observations • Teacher prepared observation • Student Notebook/Portfolio • Student Assignment • Research Report • Oral participation

Course: Skills for Living **Grade: 9th**
Standard: 13.2.8 **Career Education and Work - Career Acquisition**

Substandard	Content/Activity	Resources	Assessment
A. Identify persuasive speaking skills used during job interviews.	**Student will:** 1. Participate in job interview. 2. Present career portfolio using persuasive speaking skills to demonstrate findings. 3. Document record of career portfolio.	**Textbook:** **Goals for living** • Worksheets • Teacher Resource Books • Internet • Overhead Transparencies • Computer	• Teacher Observations • Teacher prepared observation • Student Notebook/Portfolio • Student Assignment • Worksheet • Oral participation and presentation.

Course: Skills for Living **Grade: 9th**
Standard: 13.1.6 **Food Science and Nutrition**

Substandard	Content/Activity	Resources	Assessment
B. Describe safe food handling techniques (e.g. storage, temperature control, and food preparation, conditions that create a safe working environment for food production).	**Student will:** 1. Define terms. 2. List safe food handling techniques 3. Identify conditions that create a safe working environment. 4. Worksheet 5. Prepare food demonstrating safe food handling techniques. 6. Test	**Textbook:** **Goals for living** • Worksheets • Workbook • Recipes • Teacher Resource Books •	• Teacher Observations • Teacher prepared evaluation • Student Notebook/Portfolio • Group Work • Worksheets • Oral participation

Course: Skills for Living **Grade: 9th**
Standard: 13.1.6 **Food Service and Nutrition**

Substandard	Content/Activity	Resources	Assessment
D. Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.	**Student will:** 1. Define terms 2. Identify the sections on the food guide pyramid and serving size. 3. Identify the dietary guidelines that promote healthy life-styles. 4. Worksheet. 4. Document career-training opportunities through portfolio.	**Textbook:** **Goals for living** • Worksheets • Workbook • Recipes • Teacher Resource Books	• Teacher Observations • Teacher prepared observation • Student Notebook/Portfolio • Group Work • Work Sheets • Oral participation

Course: Skills for Living **Grade: 9th**
Standard: 13.3.8 **Career Education and Work - Career Retention**

Substandard	Content/Activity	Resources	Assessment
A. Relate work habits to employment longevity.	**Student will:** 1. Define terms. 2. Identify work habits to increase employment longevity. 3. Compare and contrast related work habits that benefit employment longevity vs. decrease employment longevity. 4. Worksheets.	**Textbook:** **Goals for living** • Worksheets • Teacher Resource Books • Internet • Overhead Transparencies • Filmstrips • Videos	• Teacher Observations • Teacher prepared evaluation • Student Notebook/Portfolio • Group work

Course: Skills for Living **Grade: 9th**
Standard: 13.3.8 **Career Education and Work - Career Retention**

Substandard	Content/Activity	Resources	Assessment
B. Explain and demonstrate conflict resolution skills.	**Student will:** 1. List conflict resolution skills • construct • criticism • group dynamic • managing • meditation • negotiation • problem solving 2. Demonstrate conflict resolution skills. 3. Worksheet	**Textbook:** **Goals for living** • Worksheets • Teacher Resource Books • Internet • Overhead Transparencies • Video • Computer	• Teacher Observations • Teacher prepared evaluation • Student Notebook/Portfolio • Group Work • Oral participation